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ABSTRACT

Part of an information package developed to help eliminate sex stereotyping and to promote positive parental attitudes concerning nontraditional careers for their children, this leader's guide contains information to help Pennsylvania teachers promote and carry out a workshop to increase parents' ability to assist their children with career decisions. Focus of the workshop is on the training opportunities available in area vocational technical schools and in secondary schools with vocational education programs. Covered in the guide are the following topics: the scope and content of the workshop, the why of the workshop, how to organize the workshop, how to publicize the workshop, suggestions for a successful workshop, leader's background information, and available resources. Sample publicity letters and releases and a glossary are appended. (MN)

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Leader's Guidebook:

Vocational Education For A Changing World

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Pennsylvania Department of Education 1980

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NOTE:

Vocational Education For A Changing World is a multi-media package which includes a film, this guidebook, posters, photographs and parent's handbooks. If you have not received the posters, photographs and parent's handbooks, please notify the Vocational Education Information Network (VEIN) at Stayer R & L Center, Millersville State College, Millersville, PA 17551, or telephone VEIN at 717-872-3477. The print items are free and will be mailed to you at no cost.

DO NOT RUN THIS PAGE

TABLE OF CONTENTS

FOREWORD

THE WORKSHOP 1

THE WHY OF THE WORKSHOP 2

HOW TO ORGANIZE YOUR WORKSHOP 3

HOW TO PUBLICIZE YOUR WORKSHOP 5

SUGGESTIONS FOR A SUCCESSFUL WORKSHOP 6

LEADER'S BACKGROUND INFORMATION 7

RESOURCES AVAILABLE 9

APPENDIX 10

GLOSSARY OF TERMS.....16

FOREWORD

VOCATIONAL EDUCATION FOR A CHANGING WORLD is a multi-media information package for parents. The components of the package are a film, parent's handbooks, promotional items and this guidebook.

The multi-media information package is for use in a workshop setting. This guidebook offers a workshop leader instructions on how to use the information package and on how to successfully publicize and conduct a workshop for parents.

THE WORKSHOP

The choice of a career is among the most important decisions in a young person's life. Often, girls and boys talk to teachers, counselors and friends for advice on the types of occupations to consider. However, no one has more influence on a boy or girl's final career decision than his or her parents.

Unfortunately, rather than encouraging their daughter or son to consider all careers which are best suited to his or her individual interests and abilities, parents often create needless limitations by reinforcing the traditional assumption that certain occupations are "women's work" or "men's work." This approach is frequently referred to as "sex-role stereotyping."

To help eliminate sex-role stereotyping and to promote positive parental attitudes on nontraditional careers for their sons and daughters, the Pennsylvania Department of Education's Bureau of Vocational Education and Bureau of Equal Educational Opportunity have developed this new multi-media information package. It is specially designed to help you to promote and carry out a workshop to increase parents' ability to assist their children with career decisions. This package focuses on the training opportunities available in area vocational technical schools and in secondary schools with vocational education programs. The material can be used at Parent/Teacher Organization meetings or similar community activities.

The Pennsylvania Department of Education is providing, in addition to the Leader's Guidebook, the following materials*:

—**Vocational Education For A Changing World,** a 15-minute 16 m.m. color film. This film presents evidence of the changing roles of girls and boys, men and women in vocational training and the world of work. Included is a description of the counseling services and community resources which support young women and young men who enter nontraditional fields.

—**Parent's Handbook,** for parents to take home for reference. It contains a summary of the materials discussed at the workshop, such as a brief description of vocational education careers and how to help their son or daughter with a career decision.

—**Promotional poster** to be displayed at public meeting places.

—**Promotional photograph** to be enclosed with press release.

The materials which the Pennsylvania Department of Education has developed are just a starting point. You, as workshop leader, are the key to the success of the workshop. The enthusiasm with which you approach your workshop can be a catalyst for change in parental attitudes.

You can help parents in your group understand the importance of expanding the educational and employment opportunities of their children. You can provide the parents the tools by which they can work towards eliminating sex bias and sex discrimination in their schools. The Bureau of Vocational Education and the Bureau of Equal Educational Opportunity are committed to these goals and will provide you whatever help you may require.

*For more details on publicity materials (posters and photographs), see page 5, ***How To Publicize Your Workshop.***

THE WHY OF A WORKSHOP

It is fair to assume that the parents attending your workshop will be aware to some degree of the tremendous changes which have occurred in the roles of men and women in the family and in the work force. However, it is also reasonably certain that they do not realize the full impact of these changes on their children's future. Your workshop will give parents an opportunity to receive a great deal of information about the realities of the work force and, hopefully, to quench some prevalent myths that exist today.

There appear to be two myths which persist, despite compelling evidence to the contrary. The first myth is that the average young woman today will work for a short time, then marry and leave the work force to assume her "proper" role as mother and homemaker. The second myth is that there are certain jobs for which "only men" or "only women" are qualified.

The facts are:

—More than half of all American women, between the ages of 18 and 64, are in the paid work force.[1]

—The total American work force is composed of 42 percent of women and 58 percent of men. Sixty years ago, the work force was approximately 20 percent female and 80 percent male.[2]

—The work life expectancy for American men and for women who are single, divorced, separated or widowed is exactly the same — 41 years.[3]

—The "typical" young woman today who is married and has two children will work for 34 years.[4]

—In 1976, the percentage of American families headed by women householders, no husband present, and living in poverty was 48 percent.[5]

—The popular concept of an American family (working father, mother at home, and two children) is in reality only 7 percent of American families.[6]

—Nearly 40 percent of all marriages of women now in their 20s will end in divorce.[7]

—The average household size is down from 3.14 persons to 2.85 in the 1970s.[8]

—The median income for women in 1977 was $8,620 compared to $14,630 for men in the same category. This means women earned 59¢ for every dollar earned by men.[9]

[1]U.S. Department of Labor, Bureau of Labor Statistics, 1978.

[2]U.S. Department of Labor, Bureau of Labor Statistics, 1978.

[3]Special Labor Force Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

[4]Special Labor Force Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

[5]Current Population Reports, U.S. Department of Commerce, Bureau of Census Series P-60, No. 115, July 1978.

[6]Employment in Perspective: Working Women, U.S. Department of Labor, Bureau of Labor Statistics, Report 531, April 1978.

[7]U.S. Census Bureau.

[8]U.S. Census Bureau.

[9]**A Statistical Portrait of Women in the United States,** U.S. Census Bureau.

—Women are overwhelmingly clustered in jobs for which the pay is relatively low even beyond the entry level.[10]

—Apprenticeship programs run by unions in carpentry, plumbing, and other highly paid trades enroll two women for every 98 men enrolled.[11]

—Almost 40 percent of mothers with children under six years old now work outside the home.[12]

—Forty-seven percent of married couples have a husband and wife working for pay outside the home.[13]

By the end of the workshop, parents should have a better understanding of the work force and how they can best help their children plan for a more productive and satisfying adulthood. They should also leave the workshop with an acute awareness of the negative consequences of allowing old myths to prevail.

HOW TO ORGANIZE YOUR WORKSHOP

1. Work out an agenda for the meeting. It is suggested that you allow 1½ to 2 hours from start to finish.
2. Arrange for a meeting place.
   a. Make sure there are enough chairs.
   b. Obtain film projector and screen.
   c. Get a chalkboard or easel.
   d. Plan for a small head table or dais that you can use as workshop leader.
   e. Have a sufficient supply of pens or pencils for parents' use during discussion period.
   f. Make sure there is sufficient parking.
3. If individuals will be invited to speak, contact them early and confirm their participation a few days before the date of the meeting. When inviting speakers, be sure they understand the objectives of your workshop. Give them a good description of the subjects to be covered, ideas on topics you wish them to address, the amount of time allotted for their speaking parts, and a request for a brief biographical sketch.

[10]**The Earnings Gap Between Women and Men,** Women's Bureau, U.S. Department of Labor, 1979.
[11]Bureau of Apprenticeship and Training, U.S. Department of Labor.
[12]**Women Workers Today,** 1976 Women's Bureau, U.S. Department of Labor.
[13]**Women Workers Today,** 1976 Women's Bureau, U.S. Department of Labor.

SAMPLE AGENDA

This sample agenda assumes that you will run the workshop yourself, without other speakers. You can, of course, change this agenda to meet the needs of your group.

7:30-8:00 p.m.	**PARTICIPANTS ARRIVE,** sign in at guest table and receive name cards.
8:00 p.m.	**WELCOMING REMARKS** Depending on the organization which is sponsoring the workshop, you may wish to invite an officer, committee chairperson, etc., to open the workshop.
8:10 p.m.	**OPENING REMARKS** by workshop leader. Use this time to present an overview of the program for the evening (see *training objectives* on page 6). —Emphasize the importance of career planning. —Familiarize audience with certain terms such as "sex-role stereotyping," "non-traditional occupations," "sex-bias," "sex discrimination." —Relationship between vo-tech training and entrance into a skilled trade. —Changes in the classroom and work place. Also give a brief description of the activities included in the workshop.
8:20 p.m.	**INTRODUCTION OF FILM** or other activity planned.
8:25 p.m.	**FILM PRESENTATION**
8:45 p.m.	**REFRESHMENT BREAK** Distribute the Parents' Handbooks and make the necessary preparations for the next planned activity.
8:55 p.m.	**RECONVENE,** and spend a few minutes familiarizing the parents with the handbook.
9:00 p.m.	**FOLLOW-UP ACTIVITY** —Possible discussion of film to be structured around questions included on page 7. —Panel discussion (see page 6, *Suggestions For A Successful Workshop,* for ideas) —Speaker(s) to briefly discuss the work force and equal opportunity laws.
9:25 p.m.	**SUMMATION AND CLOSING REMARKS**

HOW TO PUBLICIZE YOUR WORKSHOP

A program for parents doesn't just happen — it takes planning and work to succeed. There are preparatory steps that you can take to inform your community of the workshop.

To help you with those preparatory steps are some activities listed below. Sample letters and a press release are included in the Appendix.

One month before workshop:

—Distribute posters which are included in this package to various community spots (recreation centers, YMCA/YWCA, supermarkets, restaurants, shopping malls, etc.)

—Contact local radio and television stations about possible public service programs to publicize your upcoming workshop and vocational education and nontraditional careers (see Appendix A).

—Contact community organizations such as the Rotary Club, Lions Club, League of Women Voters, YMCA/YWCA, the local National Organization for Women, Girl Scout and Boy Scout Councils, Boys' Clubs and Girls' Clubs, and church offices to request that they announce the workshop in their newsletters or at their meetings. Offer to appear at their meetings (see Appendix B).

Two weeks before workshop:

—Contact local industries and businesses about the workshop and its availability to their employees. If they print in-house newsletters or employee notices, ask them to publicize the workshop (see Appendix F).

—Contact a local newspaper about a feature story on vocational education in your community (see Appendix D). Also, enclose a news release and promotional photograph announcing your workshop (see Appendix C). Send a news release to area radio and television stations (two promotional photographs are enclosed; one for a daily community newspaper, and one for a weekly community newspaper).

One week before workshop:

—Contact parents, via student hand-out at school, about the upcoming workshop. Have the hand-out signed by a career counselor, vocational school administrator, or secondary school principal (see Appendix E).

A few days following workshop:

—Contact industries, businesses and social and professional organizations and request their continued support. If you are planning a big sister/big brother program for young people interested in nontraditional jobs, this is a good opportunity to enlist community support (see *activities* on page 6.)

—Return film to the Department of Education.

SUGGESTIONS FOR A SUCCESSFUL WORKSHOP

A "no-fail" way to guarantee the success of your workshop is to keep your objectives in mind at all times. Your objectives are to see parents walk away from the workshop with —

—An awareness of career planning and of how valuable they are in helping their children choose the right kind of career.
—Positive attitudes about the changing world of work and about the roles of men and women, girls and boys, as employees and family members.
—Information on vocational education programs and new, exciting career options available.
—An awareness of the importance of helping daughters as well as sons evaluate their career plans.
—An understanding of nontraditional jobs and the resources and laws that exist to support students in programs nontraditional to their sex.
—An understanding of the counseling services available to help parents and their sons and daughters.

If your activities, speakers, and discussion sessions are planned around these objectives, your workshop will be successful.

Many objectives can be achieved through the following activities:

—Invite graduates of your area vo-tech school who are nontraditional employees to speak about their jobs.
—Invite vo-tech teachers to give mini-demonstrations of equipment used in class. Include in this presentation a description of how this equipment is used in the work place and the types of jobs which require a knowledge of the equipment. If the meeting is being held at the vo-tech school, you may wish to visit the classrooms and invite teachers to be present for demonstrations.
—Invite a vo-tech counselor or administrator to briefly discuss his or her role, specifically in dealing with students in nontraditional courses.
—Arrange a meeting for parents with area employers to find out the numbers and types of jobs available in the community. While this may not be possible as part of the workshop itself, it could be very productive within a week after the workshop.
—Arrange a meeting of parents and area labor leaders to discuss apprenticeship programs.
—Establish "big brother" and "big sister" programs for students in nontraditional courses. For example, if a parent's daughter is interested in drafting, locate a female drafter to talk to their daughter. Likewise, if a parent's son is interested in medical assisting, locate a male medical assistant. A program of this type will also establish good rapport between your school and the local business and industry community.

Sometimes asking questions can be a good way to measure your progress as workshop leader. For example, parents' responses to a question asked in the beginning of your workshop such as: "Why is it important for students, both girls and boys, to begin making career plans early?" will let you know more about your workshop participants. Following the workshop, you can ask another question to measure your progress, such as: "If your son or daughter were to tell you that he or she wanted to enter a nontraditional field of study, how could you offer him or her support to explore the field and find out more about it?"

Other questions to ask are:

1. Have you discussed a career with your son or daughter?
2. Have you discussed your child's course preferences for high school?
3. If you are employed in one of the skilled craft areas, are there women working with you? In what types of jobs? Any comments?
4. How can parents and school officials help students reach the best decision for them?

Although question sessions can be interesting and involve parents in the workshop, they can also be boring and nonproductive. If your workshop consists of over 30 people, or many "new faces" are in the crowd, it is best to avoid question sessions.

LEADER'S BACKGROUND INFORMATION

It is likely that the parents in your workshop will raise issues concerning sex-role stereotyping in career planning. Therefore, the following background information is included to help you answer questions or direct parents to additional resource material.

In a study[1] conducted on the ways sex-roles are treated in award-winning picture books for preschool children, the authors observed that:

—There was a ratio of 11 pictures of men to every picture of a woman.
—Very few of the titles included women.
—The role models of men and women presented in the books were dramatically different.: Women were passive while men were active; men were predominantly shown in outside activities while women were inside; women performed service functions almost exclusively, taking care of men and children; men lead, women followed; women's roles were limited while men's roles were varied and interesting.

The authors also observed: "Perhaps our most significant finding was that *not one* of the women in the . . . sample had a job or profession. In a country where 40 percent of the women are in the labor force, and close to 30 million women work, it

[1]Lenore J. Weitzman, Deborah Eisler, Elizabeth Hokada and Catherine Ross, "Sex Role Socialization in Picture Books for Pre-School Children," **American Journal of Sociology**, Vol. 77, No. 6, May 1972.

is absurd to find that women in picture books remain only mothers and wives."[2]

In a different study[3], the authors make similar observations about children's books and then explored areas where sex-role stereotyping surfaces in school and in the family setting: "As children grow older, more explicit sex-role training is introduced. Boys are encouraged to take more of an interest in mathematics and science. Boys, not girls, are usually given chemistry sets and microscopes for Christmas."

Studies such as those above show that sex-role stereotyping can harm the occupational growth of young people, especially girls. To broaden career plans of girls as well as boys, Title IX of the Education Amendments of 1972 mandates all career counseling materials and services to be sex-fair. In sex-fair vocational education materials, girls as well as boys are encouraged to explore careers in trades and industry, and boys as well as girls are encouraged to explore careers in stenography and child care. To help parents, counselors, teachers and school administrators evaluate vocational education counseling and recruiting materials for sex-fairness, the U.S. Bureau of Occupational and Adult Education developed guidelines and a check list.[4]

In a study of vocational education and apprenticeship training of women in Pennsylvania, a task force of the Pennsylvania Commission for Women observed: "Altogether, there are 80 different courses comprising technical and trade/industrial programs . . . Sex appears to be the strongest factor in determining the course a student will take. Of 12,479 girls participating in trade/industrial programs, almost one half are enrolled in just one curriculum — cosmetology. In the technical program, over half of the girls are enrolled in data processing. Thus over 50 percent of all girls in these two huge training programs are taking *only two of the 80 curricula that are offered in the trade/industrial and technical programs.*"[5]

In an article in *Manpower Magazine*,[6] the author raised issues about female vocational education students:

> "It seems they are being better prepared for Cinderellahood than for jobs . . . At least three-quarters of vocational education's female enrollees are preparing for Cinderellahood or for 'something to do' while waiting for the Prince . . . Today's girls will face an adult reality that is dramatically at variance with the Cinderella myth . . . (and) vocational education, it would seem is an excellent channel for offering such preparation."

[2]Figures are based on 1969 statistics issued by the U.S. Department of Labor.

[3]Sandra L. Bem and Daryl J. Bem, **Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work**, 1973 (copies of this booklet are available by writing to Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126.)

[4]**Guidelines for Sex Fair Vocational Education Materials** can be obtained by writing to Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126.

[5]Summaries of the report are available from the Pennsylvania Commission for Women, P.O. Box 1323, Harrisburg, PA 17125.

[6]Mary Ellen Verheyden-Hilliard, "Cinderella Doesn't Live Here Anymore," **Manpower Magazine**, November, 1975 (reprints are available by writing to Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126).

RESOURCES AVAILABLE

Women's Bureau, U.S. Department of Labor, Room S-3313, 200 Constitution Avenue, N.W., Washington, D.C. 20210, has a publications list available and other services.

Pennsylvania Commission for Women, P.O. Box 1323, Harrisburg, PA, 17105, publishes a free quarterly newsletter, and has available publications, films and other services.

PDE Bureau of Equal Educational Opportunity, Vocational Education Equity Program, 333 Market Street, Harrisburg, PA 17126, has publications, workshops, films and other services. Of particular interest to career counselors is the **Pennsylvania Directory of People in Nontraditional Jobs.**

Project on Equal Education Rights, 1112 Thirteenth St., N.W., Washington, D.C. 20005, publishes a free quarterly newsletter on Title IX developments, and resource lists and other services.

Pennsylvania Apprenticeship and Training Council, Department of Labor and Industry, Room 1547, Labor and Industry Building, Harrisburg, PA 17120, has information about state-wide apprenticeship programs.

Pennsylvania Bureau of Job Service offices, located in all counties of Pennsylvania, have a copy of "The Occupational Outlook Handbook" which lists occupational supply and demand, and a description of occupations and apprenticeship programs.

APPENDIX A

SAMPLE LETTER TO NEWS DIRECTOR OF LOCAL RADIO/TV STATIONS

Dear _____:

There are some exciting changes at the Hometown Area Vocational Technical School which are opening new vocational job-training programs for young men and women in our community.

Many programs have been updated to keep pace with the latest technology. However, the most dramatic change has been the decision by significant numbers of boys and girls to enter nontraditional programs.

For these students to succeed in their chosen fields, they will need the continuing support of parents, teachers, local business associations and labor organizations.

The Hometown Area's _____ organization is sponsoring a workshop on "Vocational Education for a Changing World," Tuesday, February 28 at 8 p.m. in the auditorium of the Hometown High School.

We are making every effort to make as many parents aware of this workshop as possible, and you can be of tremendous assistance to us in this effort. Would you be interested in producing a public service program? The increasing enrollments of girls and boys in nontraditional vocational programs and the need to reach more parents about their daughters' and sons' future careers is a very newsworthy topic. There are several people I can recommend who are articulate and well-informed persons. We would, of course, welcome your attendance at the workshop.

If you require additional information, I will be happy to assist you. Please contact me at _____ so that we can make the necessary arrangements.

Thank you for your consideration and time.

Sincerely,

APPENDIX B

SAMPLE LETTER TO LOCAL ORGANIZATIONS, CHURCH GROUPS AND CLUBS

Dear _____:

I am contacting you on behalf of our local _____ organization to ask you to make your membership aware of a very interesting program we have planned for the evening of February 28.

We are sponsoring a workshop that night, beginning at 8:00 o'clock, in the auditorium of the Hometown High School. We hope to highlight some very exciting career opportunities available to our daughters and sons. The workshop, entitled "Vocational Education for a Changing World," will feature a number of interesting activities, including a 15-minute film.

I would particularly appreciate your including a notice of this workshop in your organization's newsletter. I would also be more than happy to present brief remarks at your next scheduled meeting.

If you require additional information, please do not hesitate to contact me at _____

Thank you in advance for your assistance.

Sincerely,

APPENDIX C

SAMPLE PRESS RELEASE TO LOCAL WEEKLY AND/OR DAILY NEWSPAPERS

The Hometown Area's _____ organization is presenting a workshop on "Vocational Education for a Changing World" on Tuesday, February 28 at 8 p.m. in the auditorium of the Hometown High School.

In announcing the workshop, (title of spokesperson) Chris Jones says, "This workshop will provide parents invaluable information on how to help their daughters and sons evaluate their occupational interests and abilities and, more importantly, how to prepare for a career in today's changing world."

"The reality of our work world and how people perceive the work force can be totally different. For example, the stereotyped image of a father working for pay outside the home, and a mother as full-time homemaker taking care of two children is only seven percent of American families," Jones says.

Almost half of American workers today are women Jones says, and nine out of ten high school girls today can expect to work.

"It is essential," Jones says, "that we, as parents, provide our daughters as well as our sons the best possible information of vocational career choices."

On the agenda for the workshop are presentations by (area employer), (Labor union representative), (school counselor), and (nontraditional graduate of vocational education). A 15-minute film, "Vocational Education for a Changing World," is also included.

All parents are urged to attend this workshop. For more information contact _____ at _____ or _____ at _____.

(Remember to enclose promotional photograph)

APPENDIX D

SAMPLE LETTER TO CITY NEWS EDITOR OF LOCAL WEEKLY AND/OR DAILY NEWSPAPER

Dear _____:

There are some exciting changes happening at the Hometown Area Vocational Technical School — changes that are opening new vocational job training programs for young men and women in our community.

Many programs have been updated to keep pace with the latest technology. However, the most dramatic change has been the decision by significant numbers of boys and girls to enter programs which are nontraditional to their sex.

For these students to succeed in their chosen fields, they will need the continuing support of parents, teachers, local business associations and labor organizations.

The Hometown Area's _____ organization is sponsoring a workshop on "Vocational Education for a Changing World," Tuesday, February 28 at 8 p.m. in the auditorium of the Hometown High School.

We are making every effort to make as many parents aware of this workshop as possible, and you can be of tremendous assistance to us in this effort. Would you be interested in writing a feature story?

We feel the increasing enrollments of girls and boys in nontraditional vocational programs and the need to reach more parents about their daughters' and sons' careers is a newsworthy topic. There are several articulate, well-informed persons I can refer you to. We would, of course, welcome your attendance at the workshop.

If you require additional information, I will be happy to help you. Please contact me at _____ so that we can make any necessary arrangements.

Thank you for your consideration and time.

Sincerely,

APPENDIX E
SAMPLE LETTER TO PARENTS

Dear _____:

The local _____ organization is sponsoring an excellent program this week on career opportunities available through vocational education.

The workshop will be held Tuesday, February 28, beginning at 8 p.m. in the Hometown High School auditorium.

As parents, you, more than anyone else will influence your child's career plans. The workshop Tuesday night will provide you some invaluable information on how to help your daughter or son make a decision best suited to her or his individual interests and abilities.

This workshop will also offer you a new look at today's changing work force and at how vocational education can prepare students for those changes. A particular concern we would like to share with you is the fact that although there are almost as many girls as boys enrolled in vocational programs leading to gainful employment, over half of all Pennsylvania girls in the trade/industrial and technical programs are enrolled in only two of the 80 programs available. This workshop will acquaint you with the variety of programs in our school, for girls as well as boys. Please take the time to attend this workshop.

We believe this program is a must for all parents concerned with their daughters' or sons' careeer decisions.

Sincerely,
(career counselor)
(Vocational Education Administrator)
(Secondary School Principal)

APPENDIX F

SAMPLE LETTER TO LOCAL BUSINESSES AND INDUSTRIES

Dear _____:

As a leader of our business community, you appreciate the value of skilled workers you would like as employees.

We believe our area vocational technical school is one place where our daughters and sons can get the type of training you require. The Hometown _____ organization is presenting a workshop for parents on "Vocational Education for a Changing World", Tuesday, February 28 at 8 p.m. in the auditorium of Hometown High School. The workshop will highlight vocational education programs offered at the vocational-technical school and the relationship between those programs and entrance into the skilled trade occupations.

The workshop will also offer parents a new look at today's changing work force and at how vocational education can prepare students for those changes.

A particular concern of the workshop is the fact that although there are as many girls as boys enrolled in vocational programs leading to gainful employment, over half of all Pennsylvania girls in the trade/industrial and technical programs are enrolled in only two of the 80 programs available. This workshop will acquaint parents with the variety of programs in our school, for girls as well as boys.

We would appreciate your supporting our workshop by posting the enclosed promotional poster(s) for your employees. We would, of course, welcome your attendance at the workshop.

Thank you in advance for your assistance.

Sincerely,

GLOSSARY OF TERMS

Sex-role stereotyping: Attributing behaviors, attitudes, interests, values and roles to a person or group of persons on the basis of their sex. Often cited examples are that all men are presumed to be independent, competitive and assertive while all women are presumed to be emotional, passive and dependent.

Non-traditional careers: For Women: All of those careeer categories to which access has been prohibited or limited because they have been considered "appropriate for men only." The most frequently cited examples are the skilled trades or blue-collar occupations, and professional and managerial occupations.

For Men: All of those career categories to which entrance has been limited or discouraged because they have been considered "appropriate for women only". The most frequently cited examples are office and clerical occupations, medical technician, homemaker, and occupations in child care and home maintenance.

Sex Bias: Behavior resulting from the assumption that one sex is superior to the other. For example, the notions that "only women have knowledge of child-rearing skills" or "only men possess the ability to change spark plugs" are sex biased.

Sex Discrimination: Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.